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AUTHOR Kovaleski, Joseph F.
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ABSTRACT

This instrument is designed to help school administrators assess the level of implementation of the essential elements of the Instructional Support Teams (IST) process in Pennsylvania. The instrument is a rating sheet, or checklist, on which the presence and absence of components of the IST process are noted. The number of features in place is summed and used to make up a score of implementation level. The first section of the rating sheet is an assessment of the presence of training features, beginning with the action plan for IST and the training of the principal and support teacher. The final item in the rating of training implementation is that the school has provided overviews of IST to all faculty, with emphasis on those who regularly participate in IST activities. The second section deals with implementation features, beginning with the composition of the IST and the assignment of personnel. Student identification is to be examined, and assessment philosophy and techniques are questioned. Aspects of interventions are listed, and whether or not students are referred for multidisciplinary evaluation is questioned. The totals for training and IST implementation are added for an implementation score for the school. Following the steps of the checklist should ensure conformity to IST guidelines. (SLD)

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Assessment of Level of Implementation of the Essential Elements of the IST Process

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Author:
Joseph F. Kovaleski
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ASSESSMENT OF LEVEL OF IMPLEMENTATION OF THE ESSENTIAL ELEMENTS OF THE IST PROCESS

Please rate each item as present (1) or absent (0). Leave no blanks.

TRAINING FEATURES

1.		The school has an action plan that specifies how training in the processes and components of IST will be accomplished.
2.		The principal has attended the Pennsylvania Principals' Training Model, and has received training on all of the processes and components of IST.
3.		The support teacher has received training and guided practice in curriculum-based assessment and instructional adaptations from consultants from the IST training project.
4.		The support teacher or other team member has received training and guided practice in effective interaction patterns and student assistance strategies from consultants from the IST training project.
5.		The principal, support teacher, and at least one other school staff member have attended IST Team Training and have received guided practice in the IST problem-solving process.
6.		The principal, support teacher, and at least one other school staff have attended elementary student assistance training.
7.		The school has provided overviews of IST to all of its faculty, with special emphasis on teachers and staff who regularly participate in IST activities.
XXX		**Enter Total Number of Training Features in Place (Please transfer number to cover sheet.)**

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IMPLEMENTATION FEATURES

8.		The composition of the IST includes the principal or designee, the support teacher, and the student's teacher in all cases, and other school personnel as needed.
9.		The school district has assigned a support teacher or full time equivalent to the designated building in accordance with the PDE/district agreement.
10.		The principal maintains a comprehensive directory of educational services and programs available to students in the building.
11.		A log of students identified by IST is maintained and regularly updated with the following information: student's name, date of initial concern, name of person expressing the concern, the date of parent contact, and the date and nature of student-specific action taken by the IST.
12.		Level 1 screening is conducted. A procedure is in place to routinely check student records to determine if a need for instructional support is indicated. Typical records that should be reviewed are: grades, attendance, achievement test results, disciplinary records.
13.		Level 2 screening: A procedure is in place to conduct screenings of students in the following areas to determine if instructional support is indicated: speech and language, vision, hearing, motor.
14.		There is a procedure in place for students to be identified to IST by teachers and other professional staff.

15.		There is a procedure in place for students to be identified to IST by students' parent(s).
16.		There is a procedure in place for students to be identified to IST through level 1 or 2 screening results.
17.		The principal convenes IST meetings, coordinates IST services and record-keeping, and has an active role in the IST process.
18.		A staff member is assigned to contact the student's parents about the IST process.
19.		The parent(s) are interviewed regarding their perceptions of the student's school problems and possible life stressors.
20.		The support teacher or other team member meets with the classroom teacher to gather information about the concern.
21.		The support teacher and/or other team members uses a multi-dimensional, classroom-based assessment that includes interviews with the teacher and student, a review of permanent products (e.g., portfolios of the student's work), observations of the student in the situation where the problem is occurring, and direct assessment of the student's performance in the curriculum materials.
22.		The assessment procedures used provide information about curricular variables, such as instructional tasks used, and instructional level (i.e., level of difficulty of the material).

23.		The assessment procedures used provide information about instructional variables, such as classroom performance expectations, instructional strategies in place, feedback given for correct and incorrect responses, direct instruction, opportunity for guided practice, and independent practice.
24.		For each student displaying academic problems, the IST identifies the student's instructional levels using curriculum-based assessment techniques, including an appraisal of the student's mechanics and comprehension/understanding in the area(s) of concern.
25.		The assessment procedures used provide information about the student's life stressors and coping skills (i.e., self-concept, decision-making, social interaction and identification/communication of feelings).
26.		The assessment procedures used provide information about the student's classroom behavior as compared to classroom expectations.
27.		The assessment procedures used to assess classroom behavior include an assessment of the teacher-student communication/interaction patterns.
28.		The existing strategies are analyzed for developmental, language, and cultural appropriateness.
29.		Based on the analysis of data, the support teacher or other team member(s) and the classroom teacher work together to identify a specific problem(s) and set a measurable goal(s).
30.		The identified problem(s) is based on an analysis of the data collected.

31.		A goal(s) is set for the end of the intervention period based on the identified problem and the student's current level of performance. Progress on the goal is typically measured quantitatively. If not, a specific description of the performance expected as a result of the intervention is articulated.
32.		Goals should be limited to those prioritized issues that will be addressed during the intervention period, while assuring that all critical areas (e.g., academic, behavioral/affective) are covered.
33.		The IST (including the principal, support teacher, classroom teacher, and others as appropriate) meet to develop and set in place the intervention(s).
34.		Strategies are developed based on their congruence with the stated goal(s) and the effectiveness of strategies identified during the initial assessment.
35.		Strategies are considered according to their feasibility in the classroom, developmental appropriateness, and cultural sensitivity.
36.		One or more strategies are selected by consensus for implementation during the 30 day intervention period.
37.		The team decides which team member(s) will work with the teacher and/or student to establish the selected intervention(s) in the classroom and in other appropriate settings.
38.		The intervention is implemented by having the support teacher or other team member(s) visit the classroom one or more times to demonstrate the strategy and to give the teacher guided practice in implementing the strategy.

39.		For academic problems, the student is taught at the instructional level for the duration of the intervention period
40.		For academic problems, instructional materials, texts, and classroom tests are adapted as needed. In any adapted activity, teachers adjust the difficulty level to conform to the margin of challenge necessary to motivate students to learn.
41.		For academic problems, all strategies focus on the development of skills as well as on the fluid and strategic use of these skills in authentic situations.
42.		For behavior problems, social, and/or affective problems, interventions focus on the elimination of inappropriate behavior through positive approaches (e.g., development of effective interaction patterns).
43.		For behavior problems, social, and/or affective problems, interventions focus on the development of coping skills (e.g., identification and communication of feelings, self-concept, decision-making skills, social interaction skills, etc.).
44.		The support teacher or other team member(s) assist the teacher to modify the intervention(s) as necessary based on the student's response.
45.		As the classroom teacher and/or other educators take more responsibility for the implementation of the intervention, the support teacher shifts to a monitoring and technical assistance role.

46.		As the intervention period progresses, the classroom teacher incorporates the intervention into the regular classroom routine, as supported by the continuum of regular education services. In using the continuum of services, the school provides services to students in an ordered priority fashion from least intensive to most intensive levels.
47.		The support teacher or other team member(s) assures that data are collected on the student's response to the intervention on a frequent basis throughout the intervention period. These data include the rate of acquisition and rate of retention.
48.		IST member(s) provide training for parents and other educators who are involved in the intervention.
49.		The IST maintains contact with community agencies that may be involved in the intervention.
50.		At the end of the intervention period, the IST analyzes the student's progress, based on the discrepancy between the student's performance and the minimal classroom expectations before and after the implementation of the intervention, the student's rate of acquisition of the target performance, and the student's rate of retention of the target performance.
51.		Based on the analyzed data, the IST determines the degree of need by assessing the functional ability of the regular education program to maintain the student at the instructional or success level.
52.		Based on the aforementioned considerations, the IST decides whether to refer the student for a multi-disciplinary evaluation.

53.		Students who are found to be in need of further evaluation are referred for multi-disciplinary evaluation.
54.		The IST adheres to timelines required for instructional support activities.
55.		The IST provides instructional support and consultation to all educators responsible for students with disabilities who are included in regular education programs.
56.		The school reports required data to the Department of Education on an annual basis, including numbers of students served by IST, numbers of students referred for multidisciplinary evaluations, numbers of students placed in special education, and numbers of students retained in grade.
57.		In addition, the school maintains data on the effectiveness of IST for individual students receiving IST services. Examples in reading include changes in word identification, word fluency, and comprehension; in math, computational and problem solving skills; in discipline, changes in rates of disciplinary actions (such as suspensions).
58.		The school maintains data on the effects of IST on the school in general. Examples include standardized test scores, reports of behavioral incidents, disciplinary referrals, suspensions, numbers of eligible students served in regular and itinerant programs, student hours spent in special education, and numbers of eligible students served by IST.
XXX		**Enter Total Number of Implementation Features in Place** (Please transfer number to cover sheet.)

XXX		**Enter GRAND TOTAL of Training and Implementation Features in Place** (Please transfer number to cover sheet.)